DOCUMENT RESUME

ED 401 236 SP 036 950

TITLE	Minority Teacher Report: Report to the 1995 Oregon Legislature. Response to Oregon Minority Teacher Act of 1991, Senate Bill 122.
INSTITUTION	Oregon State Dept. of Education, Salem. Office of Educational Policy and Planning.
PUB DATE	Apr 95
NOTE	28p.
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Black Teachers; *Educational Policy; Elementary Secondary Education; *Enrollment Influences; Higher Education; Minority Groups; *Minority Group Teachers; Preservice Teacher Education; Public Schools; State Colleges; *State Legislation; Teacher Certification; Teacher Placement; *Teacher Recruitment
IDENTIFIERS	*Diversity (Faculty); *Oregon

ABSTRACT

This document reports on data, covering 1976 through 1994, on the number of minorities interested in teaching and the soundness of the "pipeline," the paths leading minorities into higher education, teacher education, and successful placement in a classroom. The data were analyzed according to 10 indicators, arranged in 3 groups. The first group surveyed progress up to the baccalaureate level, focusing on the number of minority students enrolled in community colleges, and those applying to, accepted by, and graduating from public four-year institutions. The second group of indicators followed minority students through the pipeline to the achievement of certification as teachers, including the number applying to teacher education programs, the number accepted and enrolled in those programs, the number completing the programs, and the number receiving certification as a result of their professional training. The third group of indicators measured the changing racial and ethnic composition of education professionals, showing newly employed minority teachers and minority teachers already in the classroom. Data are presented in nine tables. The "Minority Teacher Act of 1991 Senate Bill 122" is appended. (ND)

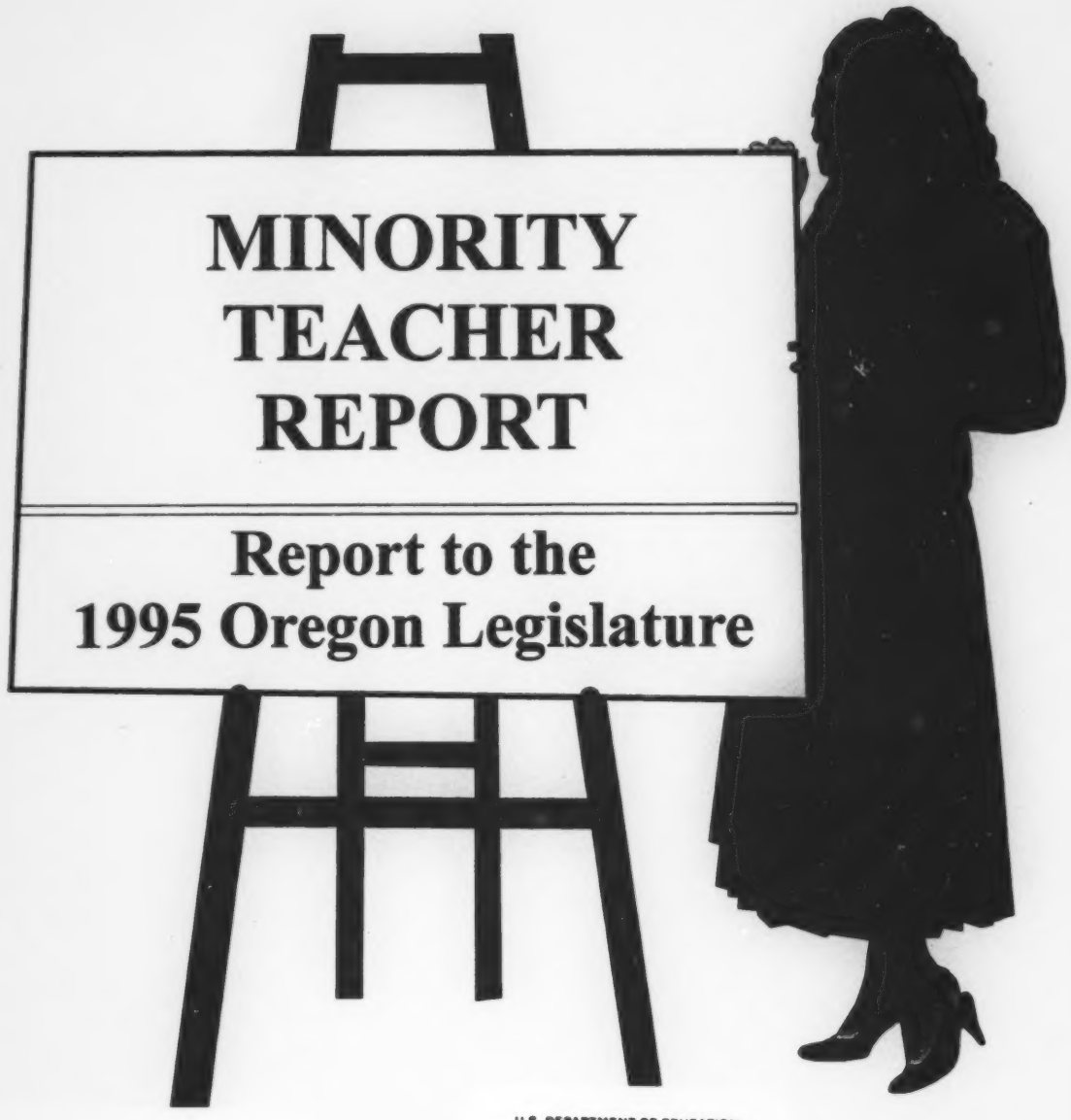
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 401 236

MINORITY TEACHER REPORT

Report to the 1995 Oregon Legislature



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Office of Educational Policy and Planning
255 Capitol Street NE, Suite 126
Salem, Oregon 97310-1338

April 1995

S 1036450

BEST COPY AVAILABLE

Response to
Minority Teacher Act of 1991
Senate Bill 122

by the
Office of Educational Policy and Planning

Cam Preus-Braly, Director
Ellen Jull, Research Analyst

with information provided by

Oregon Department of Education
Bill Milan, Research Analyst
Bob Jones, Research Analyst

Oregon State System of Higher Education
Thomas Coley, Assistant Vice Chancellor for Academic Affairs

Teacher Standards and Practices Commission
Joy Blackwell, Data Administrator
David Myton, Executive Secretary

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

Introduction iii

Undergraduate Preparation

(a) Minority Students Enrolled in Community Colleges 1

(b) Minority Students Applying for Admission to Public Four-Year Institutions of Higher Education *(State System is collecting this data for Teacher Ed only)* . . .2

(c) Minority Students [Accepted] Enrolled in Public Four-Year Institutions of Higher Education 2

(d) Minority Students Graduated from Public Four-Year Institutions of Higher Education 4

Professional Training

(e,f,g) Minority Candidates Seeking to Enter, Admitted, and Who Have Completed Public Teacher Education Programs in This State 5

(h) Minority Candidates Receiving Oregon Teaching Certificates Based on Preparation in This State and Preparation in Other States 7

Placement

(i) Minority Teachers Who are Newly Employed in the Public Schools in Oregon . . . 8

(j) Minority Teachers Already Employed in the Public School 10

School Districts with 10 Percent or Greater Minority Enrollment by Percentage of Minorities as of October 1, 1993 17

(2) Comparisons of Minorities' and Nonminorities Scores on Basic Skills, Pedagogy and Subject Matter Tests ..... N/A

APPENDIX

- Minority Teacher Act of 1991 - Senate Bill 122 21

INTRODUCTION

Indicators Required by SB 122

The legislative committees that developed SB 122 during the 1991 legislative session used a "pool and pipeline" metaphor. The information provided in this document can be used most effectively by following their reasons for asking for this information.

The legislators reasoned that if the numbers of minority teachers are to be increased, the "pool" of minorities interested in teaching would have to be increased. The "pipeline," that series of passages leading into higher education, into teacher education, and into successful placement in a district classroom, would have to be a sound pipeline. The legislators saw clearly that if the pipeline "leaked at the joints," so that minorities were lost disproportionately at the transition to college or to professional training, they would have made no progress toward their goal of a teaching profession that reflects Oregon's diversity.

SB 122 requires information be collected on a series of indicators that, taken as a whole, show the size of the pool at each stage and the soundness of the pipeline. The 10 indicators are arranged in three groups.

1. The first group of indicators surveys progress up to the baccalaureate level. Indicators (a) through (d) reveal minority students **applying to** public four-year institutions, **accepted by** those institutions, and **graduating from** the institutions. In anticipation of transfers from community colleges, they also survey minority student enrollment in community colleges.

2. The second group of indicators follows the students through the pipeline to the achievement of certification as teachers. Indicators (e) through (h) reveal minority students **applying to** the teacher education programs of the State System of Higher Education, **accepted and enrolled** in those programs, **completing** the programs, and **receiving certification** as a result of their professional training.

3. The third group of indicators measures the changing racial and ethnic composition of the education professions. Indicators (i) and (j) show newly employed minority teachers and minority teachers already in the classroom.

This report is the second of a series of biennial reports. Through these indicators, the Legislative Assembly will be able to meet its commitment to a more diverse and representative profession.

(a) Minority Students Enrolled in Community Colleges

- For the very first time, minority students made up over 10.0 percent of the students enrolled for credit in Oregon community colleges in the fall of 1994. In 1976, minorities made up only 4.2 percent of the enrollment, but increased to 8.0 percent in 1991 (see Table 1).

- The largest minority group at the community colleges is the Asian/Pacific Islanders with 4.1 percent (3,247) in 1994. However, Asian/Pacific Islanders were only 2.4 percent of the population of the state in 1990 according to the Center for Population Research and Census (see Table 29).

- The Hispanic group is the second largest group with 3.1 percent (2,477) in 1994. This is slightly less than the 4.0 percent of the population according to the 1990 census.

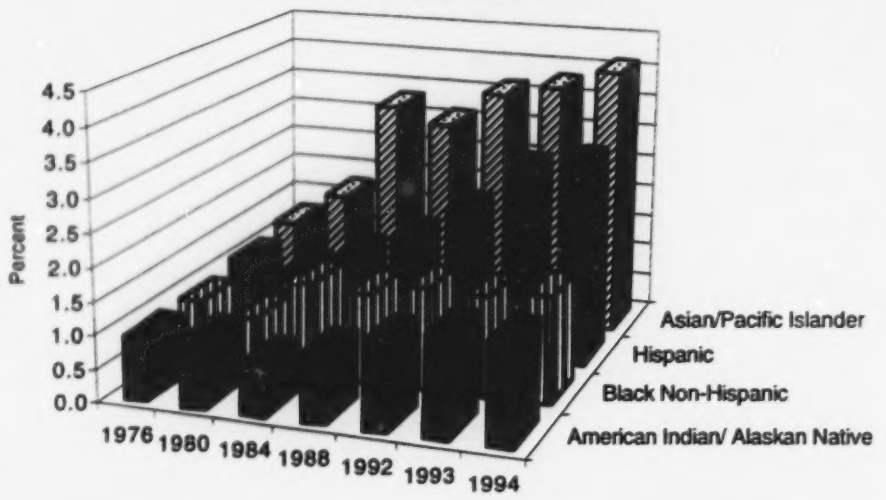
- Black, non-Hispanic and American Indian/Alaskan Native groups are the smallest groups and almost equal at 1.6 and 1.5 percent of the enrollment. The total number of these minority groups attending college has almost doubled in the past 18 years. The percent of enrollment of these two groups is almost exactly that of their percent of the population (1.6% and 1.4%).

Table 1
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS ENROLLED IN OREGON COMMUNITY COLLEGES FALL 1976 THROUGH FALL 1994

Fall of Year	Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1976	669	1.0	661	0.9	866	1.2	755	1.1	2,954	4.2	69,593
1978	703	1.1	787	1.3	1,151	1.8	918	1.5	3,563	5.7	62,694
1980	584	0.8	750	1.0	1,310	1.8	745	1.0	3,393	4.6	74,049
1982	904	1.3	537	0.8	2,086	3.0	806	1.2	4,338	6.2	69,722
1984	912	1.4	503	0.8	2,145	3.3	866	1.3	4,432	6.9	64,638
1986	829	1.3	651	1.0	2,105	3.3	1,115	1.7	4,706	7.3	64,285
1988	925	1.4	684	1.0	2,121	3.1	1,133	1.7	4,853	7.1	68,171
1989	1,002	1.3	746	1.0	2,148	2.9	1,450	1.9	5,351	7.2	74,623
1990	1,034	1.3	825	1.1	2,325	3.0	1,390	1.8	5,574	7.3	76,826
1991	1,216	1.5	922	1.1	2,645	3.3	1,721	2.1	6,510	8.0	80,926
1992	1,250	1.5	1,059	1.3	2,960	3.6	1,815	2.2	7,090	8.7	81,391
1993	1,266	1.5	1,193	1.5	3,108	3.8	2,357	2.9	7,924	9.7	81,710
1994	1,256	1.6	1,235	1.5	3,247	4.1	2,477	3.1	8,215	10.3	79,695

Sources: Integrated Postsecondary Education System (IPEDS) Fall Enrollment Surveys

Chart 1
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS ENROLLED IN OREGON COMMUNITY COLLEGES SELECTED YEARS



Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

(b) Minority Students Applying for Admission to Public Four-year Institutions of Higher Education.

- The Oregon State System of Higher Education (OSSHE) is collecting this data for Teacher Education programs only. (See (e) on page 5.)

(c) Minority Students Enrolled [Accepted] in Public Four-year Institutions of Higher Education. *(This is shown as enrollment since "accepted" data is not available.)*

- Over 7,000 minority students (11.1 and 11.7%) attended OSSHE schools in Fall 1993 and 1994 (see Table 2). It is interesting to note that this is almost a perfect match of the 11.2 percent minority as compared to the overall 1990 population figures in Oregon according to the PSU Center for Population Research and Census (see Table 8, p. 26).

- The Asian/Pacific Islander students make up over half of all minority students attending with 6.0 percent of the total students in Fall 1994.

- Both the Asian/Pacific Islander and Hispanic groups more than tripled in attendance at the public four-year schools from 1976 to 1994. The American Indian/Alaskan Natives nearly doubled their enrollment for the same period, while the Black, Non-Hispanic experienced only modest growth.

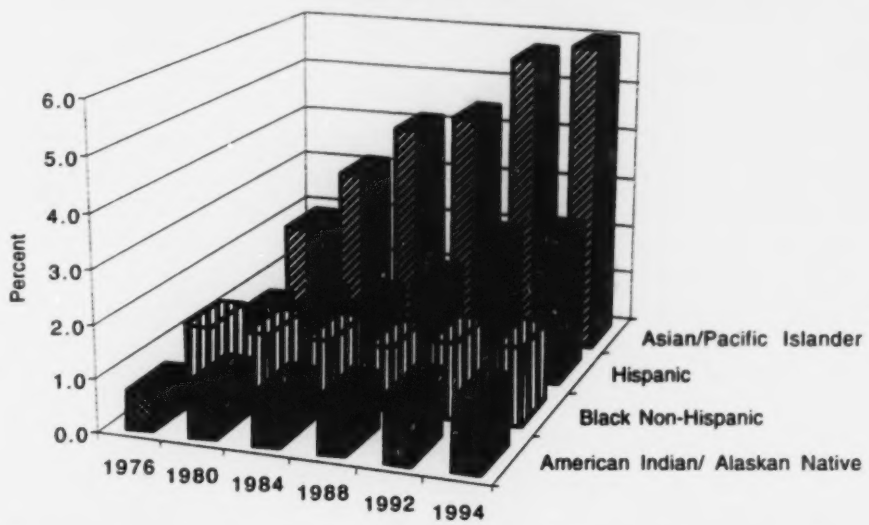
[1] Oregon State System of Higher Education 1992-93 Report and Planning in Response to Senate Bill 122: Minority Teacher Act of 1991, March 22, 1993.

Table 2
NUMBER AND PERCENT OF MINORITY STUDENTS ENROLLED IN OREGON STATE SYSTEM COLLEGES AND UNIVERSITIES FALL 1976 THROUGH FALL 1994

Fall of Year	Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1976	736	1.2	444	0.7	1,146	1.9	467	0.8	2,797	4.6	61,396
1978	737	1.2	683	1.1	1,632	2.6	497	0.8	3,554	5.7	62,196
1980	778	1.2	662	1.0	2,035	3.1	658	1.0	4,138	6.3	65,675
1982	754	1.3	616	1.0	2,169	3.7	641	1.1	4,186	7.1	59,372
1984	706	1.2	579	1.0	2,410	4.1	689	1.2	4,390	7.5	58,593
1986	772	1.3	584	0.9	2,595	4.2	754	1.2	4,711	7.7	61,583
1988	835	1.2	724	1.1	3,029	4.4	1,160	1.7	5,755	8.4	68,437
1989	835	1.2	719	1.1	3,143	4.7	1,114	1.7	5,818	8.7	67,071
1990	861	1.3	765	1.1	3,145	4.7	1,244	1.8	6,022	8.9	67,426
1991	916	1.4	758	1.2	3,345	5.2	1,335	2.1	6,362	10.0	63,742
1992	940	1.4	809	1.2	3,694	5.7	1,524	2.3	6,975	10.7	64,921
1993	968	1.5	801	1.3	3,611	5.7	1,658	2.6	7,038	11.1	63,140
1994	963	1.5	825	1.3	3,785	6.0	1,758	2.8	7,331	11.7	62.650

Source: Integrated Postsecondary Education System (IPEDS) Fall Enrollment Survey

Chart 2
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS ENROLLED IN OREGON STATE SYSTEM COLLEGES AND UNIVERSITIES SELECTED YEARS



Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

(d) Minority Students Graduated from Public Four-year Institutions of Higher Education

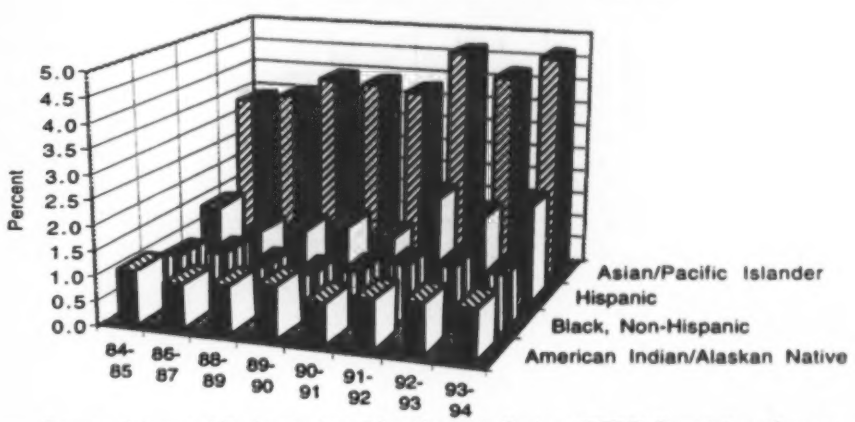
- Asian/Pacific Islanders and Hispanics are the only groups showing an increase in percent of total students graduating in 1993-94 over the previous year (see Table 3).
- American Indian/Alaskan Natives graduates stayed mostly level as a percent of total OSSHE graduates while Black, Non-Hispanic increased from 0.9 percent in 1984-85 to 1.2 percent in the last two years.
- Total minority graduates are at 9.0 percent as compared to 11.7 percent of total OSSHE enrollment and 11.2 percent of total population.

Table 3
MINORITY AND TOTAL STUDENTS GRADUATED FROM OREGON STATE SYSTEM COLLEGES AND UNIVERSITIES

Year	Black, Non-Hispanic		Amer Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1984-85	101	0.9	125	1.1	388	3.4	165	1.5	784	6.9	11,375
1986-87	122	1.0	111	0.9	424	3.6	120	1.0	783	6.6	11,935
1988-89	108	0.9	124	1.0	497	4.0	140	1.1	875	7.0	12,506
1989-90	107	0.8	145	1.1	527	3.9	174	1.3	959	7.1	13,445
1990-91	122	0.9	113	0.9	503	3.8	147	1.1	891	6.7	13,208
1991-92	124	0.9	129	0.9	634	4.5	210	1.5	1,103	7.8	14,108
1992-93	167	1.2	146	1.1	573	4.2	235	1.7	1,121	8.1	13,545
1993-94	153	1.2	139	1.1	620	4.7	271	2.1	1,183	9.0	13,213

Note: Degrees awarded include Associate's, Bachelor's, Master's, Doctor's, and First Professional.
Source: HEGIS Degrees Granted Survey, 1984-85; Integrated Postsecondary Education System (IPEDS) Completions Surveys 1986-87 through 1993-94

Chart 3
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS GRADUATED FROM OREGON STATE SYSTEM SCHOOLS



Source: Integrated Postsecondary Education Data System (IPEDS) Completions Survey

(e, f, g) Minority Candidates Seeking to Enter, Admitted, and Who Have Completed Public Teacher Education Programs in This State

- Only two schools, Southern Oregon State College and University of Oregon, submitted data for each category (with the exception of degree or license completion in 1993-94) for each of the two years (see Table 4).

- Minority applicants, all groups, for the two schools in 1992-93 were 15 (4.5%) and 36 in 1993-94 (7.0%).

- Nine (or 60% of all minority applicants in 1992-93 at SOSC and UO) were accepted. Accepted were one African American, three Native Americans, three Asian American and two Hispanics. In 1993-94, 23 (64% of all minority applicants at SOSC and UO) were accepted. Accepted were three African Americans, three Native Americans, three Asian Americans, and 14 Hispanics.

- Six (two Native Americans, three Asian Americans, and one Hispanic) of the nine that were accepted actually entered SOSC and UO in 1992-93 and 16 (three African Americans, two Native Americans, two Asian Americans, and nine Hispanics) of the 23 were admitted the next year.

- Enrolled (continuing in the program at SOSC and UO) were nine minorities (4.8% of total students in the program) in 1992-93 and 15 (8.2%) in 1993-94.

- There were six minorities (only 5.1% of all) with degree or license completions in 1992-93. That was one African American, two Asian Americans, two Native Americans, and one Hispanic.

Table 4
Profile of OSSHE Teacher Education Students

	1992-93			1993-94		
	Minority	%	Total	Minority	%	Total
Applicants						
SOSC & UO	15	4.5	330	36	7.8	462
All reported	15	4.5	330	76	5.8	1321
Accepted						
SOSC & UO	9	5.3	171	23	8.4	275
All reported	42	4.7	893	69	6.9	1005
Admitted						
SOSC & UO	6	4.1	147	16	6.6	241
All reported	22	6.0	367	30	7.0	428
Enrolled						
SOSC & UO	9	4.8	187	15	8.2	183
All reported	9	4.8	187	15	8.2	183
Degree/Completion						
SOSC & UO	6	5.1	117	N/R*	N/R*	N/R*
All reported	23	5.0	463	20	4.8	414

* NR means not reported data

Source: State System of Higher Education/Colleges of Education

(g continued) Minority Candidates Who Have Completed Public Teacher Education Programs in this State

- In order to have a little more data on completions in the Education programs at State System institutions, the racial/ethnic information was looked at from the IPEDS Completions surveys for the six OSSHE institutions with education programs (EOSC, OSU, PSU, SOSC, UO, WOSC). Racial/ethnic data on completions was not collected every year in the IPEDS process (see Table 5 and Chart 4).

- Total students in the education programs at the State System schools decreased from the high of 1986-87 of 2,222 to 1,365 in1993-94 although the percentage of minorities were at a slightly higher level for the same years.

- The Black, Non-Hispanic group stayed about even on each of these years at just under one percent.

- The American Indian/Alaskan Native group went from 0.9 percent down to 0.5 percent of total students in 1986-87 and above one percent for the years 1989-90 (1.2%) and 1992-93 (1.4%) when it tied with the Asian/Pacific Islanders for largest minority group.

- Asian/Pacific Islanders was the largest minority group in the teacher education programs for the first three years on this table. It had a jump from 1.6 percent in 1986-87 to 2.2 percent in 1989-90 and then dropped to 1.4 and 1.6 percent the following two years.

- Hispanic group stayed at about one percent except for the year 1993-94 when the percentage rose to 2.0 which made them the largest minority group.

Table 5
MINORITY AND TOTAL STATE SYSTEM EDUCATION STUDENTS COMPLETING IN SELECTED YEARS

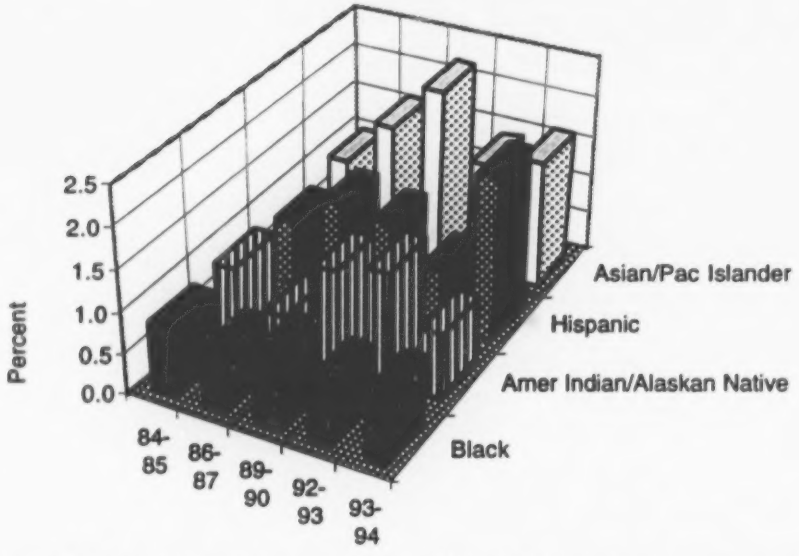
Year	Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian or Pacific Isl		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1984-85	17	0.8	18	0.9	20	1.0	17	0.8	75	3.6	2,047
1986-87	16	0.7	10	0.5	36	1.6	26	1.2	91	4.1	2,222
1989-90	18	0.9	25	1.2	46	2.2	24	1.1	117	5.6	2,089
1992-93	11	0.7	20	1.4	20	1.4	11	0.7	65	4.4	1,477
1993-94	11	0.8	11	0.8	22	1.6	27	2.0	74	5.4	1,365

Note: Degrees awarded include Bachelor's, Postbaccalaureate Certificate, Master's, and Doctor's.

Source: HEGIS Degrees Granted Survey, 1984-85; Integrated Postsecondary Education System (IPEDS) Completions Surveys 1986-87 through 1993-94

Chart 4

MINORITY STUDENTS AS PERCENT OF TOTAL STUDENTS COMPLETING PUBLIC TEACHER EDUCATION PROGRAM FOR SELECTED YEARS



Source: HEGIS Degrees Granted Survey 1984-85; IPEDS Completions Surveys 1986-87 to 1993-94

h) Minority Candidates Receiving Oregon Teaching Certificates Based on Preparation in This State and Preparation in Other States

- More teaching certificates were issued to minorities trained in Oregon in 1993 (70) and in 1994 (90) than in 1992 (40). This was a 225 percent increase in two years (see Table 6).

- Minorities receiving teaching certificates in Oregon were six percent of the total in and out of state in 1994 compared to three percent in 1992.

- Over half (55 percent) of the minority candidates receiving their Oregon teaching certificates who attended college in Oregon went to an independent institution in 1992. However, in 1993 and 1994 this was reversed with over half (61 percent) attending State System institutions.

- The number of minorities receiving teaching certificates based on training in the independent sector in Oregon showed steady growth from 1992 through 1994.

- The number of minorities receiving teaching certificates with training at OSSHE institutions more than doubled in 1993 (238%) and increased again to 55 (78%) in 1994.

Table 6
MINORITY CANDIDATES RECEIVING OREGON TEACHING CERTIFICATES BASED ON PREPARATION IN OREGON AND IN OTHER STATES FOR CALENDAR YEARS 1992, 1993, 1994

Institution	Minority															Total Teaching Certificates Issued		
	Black			Hispanic			Asian			Indian			Total					
	92	93	94	92	93	94	92	93	94	92	93	94	92	93	94	1,992	1,993	1,994
Independent																		
Columbia Christian	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	12	12	5
Concordia	1	0	0	1	2	0	1	1	0	0	2	2	3	5	2	49	50	44
George Fox	0	0	0	0	0	1	0	2	2	0	0	0	0	2	3	53	57	63
Lewis & Clark	0	0	0	0	3	2	1	3	4	3	0	0	4	6	6	151	133	154
Linfield	0	0	0	0	1	0	4	1	4	0	0	0	4	2	4	43	51	40
Pacific University	0	0	0	0	0	1	1	2	4	0	2	2	1	4	7	54	54	91
Univ. of Portland	1	1	0	4	1	4	0	1	4	0	0	0	5	3	8	57	53	57
Warner Pacific	0	1	1	1	0	0	2	0	0	0	0	0	3	1	1	22	22	45
Willamette	0	0	0	1	0	2	1	2	1	0	1	1	2	3	4	45	57	60
Subtotal	2	2	1	7	8	10	10	12	19	3	5	5	22	27	35	486	489	559
% of Oregon Total	50	25	10	54	32	30	71	55	51	33	33	50	55	39	39	36	35	41
State System																		
Eastern Oregon St	0	0	0	1	3	1	0	0	2	0	2	0	1	5	3	43	79	90
Oregon State Univ.	0	1	0	0	2	4	1	3	4	4	0	0	5	6	8	126	110	125
Portland State Univ	2	5	8	2	6	9	3	3	8	0	1	2	7	15	27	231	210	218
Southern Oregon St	0	0	0	1		1	0	2	2	1	2	1	2	4	4	83	116	119
Univ. of Oregon	0	0	1	1	2	2	0	1	1	1	0	1	2	3	5	146	125	90
Western Oregon St	0	0	0	1	4	6	0	1	1	0	5	1	1	10	8	241	250	179
Subtotal	2	6	9	6	17	23	4	10	18	6	10	5	18	43	55	870	890	821
% of Oregon Total	50	75	90	46	68	70	29	45	49	67	67	50	45	61	61	64	65	59
Total Oregon	4	8	10	13	25	33	14	22	37	9	15	10	40	70	90	1,356	1,379	1,380
Other States	8	1	5	34	18	27	7	14	8	5	3	5	54	36	45	921	902	1,002
Insti. Not Specified	0	1	1	0	5	9	0	10	14	0	2	2	0	18	26	832	307	280
Grand Total	12	10	16	47	48	69	21	46	59	14	20	17	94	124	61	3,109	2,588	2,662

Source: Teacher Standards and Practices Commission

(i) Minority Teachers Who Are Newly Employed in the Public Schools in Oregon

- Minorities made up 5.1 percent of all newly employed teachers in Oregon in 1993, this is up from 1992 (4.5%). This compares well to 3.7 percent minorities of all teachers and administrators in 1993 and 3.6 in 1992 (see Table 7).

- There were less than half as many newly employed teachers in 1993 (815) as there were in 1992 (1674) with a corresponding drop in newly employed minorities (from 76 to 41).

- Asians/Pacific Islanders have had no representation at the Superintendent/Assistant Superintendent level since1990. The other three minority groups have one each at this level.

Table 7

TEACHERS WHO ARE NEWLY EMPLOYED IN THE PUBLIC SCHOOLS IN OREGON
COMPARED TO ALL TEACHERS PLUS SELECTED ADMINISTRATORS

Racial/Ethnic Breakdown	Black, Non-Hispanic				American Indian/ Alaskan Native				Asian or Pacific Islander				Hispanic				TOTAL MINORITY		White				Total		GRAND
Assignment	M	W	Total	%	M	W	Total	%	M	W	Total	%	M	W	Total	%	Total	%	M	W	Total	%	Men	Women	TOTAL
1993																									
Newly Employed Teachers*	1	3	4	0.5	1	1	2	0.2	7	10	16	2.0	6	13	19	2.3	41	5.1	231	543	774	94.9	246	570	815
As % of New Emp.	0.2	0.4	0.5		0.1	0.1	0.2		0.8	1.2	2.0		0.7	1.6	2.3		5.1		28.3	66.6	94.9		30.1	69.9	100.0
As % of Total Teachers + Admin	0.00	0.01	0.02		0.00	0.00	0.01		0.02	0.03	0.06		0.02	0.04	0.07		0.14		0.80	1.88	2.68		0.85	1.97	2.82
Oct. 15, 1993																									
All Teachers**	82	138	220	0.8	48	86	134	0.5	104	252	356	1.3	111	175	286	1.1	996	3.7	9,123	17,075	26,198	96	9,468	17,726	27,194
Principal, Asst Princ	12	15	27	1.9	7	4	11	0.8	6	10	16	1.1	13	4	17	1.2	71	4.9	902	462	1,364	95	940	495	1,435
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	1	0	1	0.4	3	1.1	242	24	266	99	244	25	269
Total	94	154	248	0.9	56	90	146	0.5	110	262	372	1.3	125	179	304	1.1	1,070	3.7	10,267	17,561	27,828	96.3	10,652	18,246	28,898
As % of Total Teachers + Admin	0.3	0.5	0.9		0.2	0.3	0.5		0.4	0.9	1.3		0.4	0.6	1.1		3.7		35.5	60.8	96.3		36.9	63.1	100.00
1992																									
Newly Employed Teachers*	6	8	14	0.8	3	4	7	0.4	4	11	15	0.9	11	29	40	2.4	76	4.5	509	1,089	1,598	95.5	533	1,141	1,674
As % of New Emp.	0.4	0.5	0.8		0.2	0.2	0.4		0.2	0.7	0.9		0.7	1.7	2.4		4.5		30.4	65.1	95.5		31.8	68.2	100.0
As % of Total Teachers + Admin	0.02	0.03	0.05		0.01	0.01	0.02		0.01	0.04	0.05		0.04	0.10	0.14		0.26		1.72	3.68	5.41		1.80	3.86	5.66
Oct. 15, 1992																									
All Teachers	87	154	241	0.9	57	87	144	0.5	96	248	344	1.2	99	170	269	1.0	998	3.6	9,472	17,377	26,849	96	9,811	18,036	27,847
Principal, Asst Princ	10	17	27	1.9	6	2	8	0.6	7	8	15	1.1	15	3	18	1.3	68	4.8	925	434	1,359	95	963	464	1,427
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	0	0	0	0.0	2	0.7	259	23	282	99	260	24	284
Total	97	172	269	0.9	64	89	153	0.5	103	256	359	1.2	114	173	287	1.0	1,068	3.6	10,656	17,834	28,490	96.4	11,034	18,524	29,558
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.3	0.5		0.3	0.9	1.2		0.4	0.6	1.0		3.6		36.1	60.3	96.4		37.3	62.7	100.00
Oct. 1, 1991																									
All Teachers	78	140	218	0.8	49	67	116	0.4	98	239	337	1.3	90	144	234	0.9	905	3.4	9,348	16,492	25,840	96.6	9,663	17,082	26,745
Principal, Asst Princ	10	21	31	2.1	11	3	14	1.0	7	9	16	1.1	13	1	14	1.0	75	5.2	967	408	1,375	94.8	1,008	442	1,450
Supt, Asst Supt	2	0	2	0.8	1	0	1	0.4	0	0	0	0.0	0	0	0	0.0	3	1.1	233	26	259	98.9	236	26	262
Total	90	161	251	0.9	61	70	131	0.5	105	248	353	1.2	103	145	248	0.9	983	3.5	10,548	16,926	27,474	96.5	10,907	17,550	28,457
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.2	0.5		0.4	0.9	1.2		0.4	0.5	0.9		3.5		37.1	59.5	96.5		38.3	61.7	100.00

* These newly employed teachers have no prior teaching experience in Oregon, but may have experience from another state. This is the second year that this has been collected.
** Includes teachers in Education Service Districts.

Source: "Teachers Newly Employed with No Prior Oregon Experience October 15, 1993," March 14, 1995, Oregon Department of Education;
"Full-Time Equivalency Public School District Personnel, Oct. 15, 1993," 1992, Oct, 1, 1991 and 1990, Oregon Department of Education

(j) Minority Teachers Already Employed in the Public Schools

- The Hispanic group is the largest minority group of Oregon's population at 4.0 percent in 1990 and of the student population at 5.9 percent in 1993 (see table 8, page 16).
- The Asian/Pacific Islanders are the largest minority group of teachers at a very small 1.3 percent, while Hispanics are a close second at 1.0 percent.
- Minority teachers fail to match the percentages of the state population or the student population but have made some gains since reported in 1990.
- Minorities as percent of students increased from 10.8 percent in 1989 to 13.3 percent in 1993.
- Black, Non-Hispanics are 6.0 percent of the population in Multnomah County which has the largest population in the state. Blacks, however, are 10.2 percent of the total students and only 4.4 percent of the total teachers in Multnomah County.
- In Jefferson County, American Indians/Alaskan Natives are 19.6 percent of the population, 31.6 percent of the students, but only 0.2 percent of the teachers.
- Counties with a significant population of Hispanics are: Malheur (19.8%), Hood River (16.3%), Morrow (10.8%), Umatilla (9.0%), and Marion (8.0%). Hispanics are 30.2 percent of the students, but only 4.7 percent of the teachers in Malheur. Hispanics are 0.5 percent of the teachers in Hood River, 1.0 percent in Morrow, 0.6 percent in Umatilla, and 2.7 percent in Marion.
- When comparing the totals in this table with the one from the Task Force on Minority Teacher Workforce report [page 16], one can see that there has been an increase in number and percent of all minorities by population and students. However, American Indians/Alaskan Natives stayed exactly even as a percentage at 0.5 percent. Asian/Pacific Islanders, Black, Non-Hispanics, and Hispanics had a slight increase in percent of public school teachers, while American Indian/Alaskan Natives stayed exactly the same.
- Whites in all categories, therefore, show a decrease as a percent of total from the last report.

NOTE: It is important to note that the population data is not collected for Hispanics in the same way as the teacher and student data. For the population data, Hispanics may have been included as well in the Black or American Indian/ Alaskan Native categories.

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
BAKER	Population #	15,024	30	147	52	64	276	15,317
	%	98.1	0.2	1.0	0.3	0.4	1.8	101.8
	Students #	2,968	9	30	15	0	52	3,074
	%	96.6	0.3	1.0	0.5	0.0	1.7	100.0
	Teachers #	214.5	0.0	1.0	0.0	0.0	0.0	215.5
	%	99.5	0.0	0.5	0.0	0.0	0.0	100.0
BENTON	Population #	65,116	606	553	3,891	645	1,735	70,811
	%	92.0	0.9	0.8	5.5	0.9	2.5	102.5
	Students #	9,644	90	64	303	0	216	10,317
	%	93.5	0.9	0.6	2.9	0.0	2.1	100.0
	Teachers #	563.0	3.0	1.0	4.0	0.0	3.8	574.8
	%	97.9	0.5	0.2	0.7	0.0	0.7	100.0
CLACKAMAS	Population #	268,479	1,134	1,971	4,827	2,439	7,129	278,850
	%	96.3	0.4	0.7	1.7	0.9	2.6	102.6
	Students #	48,407	440	394	1,437	0	1,628	52,306
	%	92.5	0.8	0.8	2.7	0.0	3.1	100.0
	Teachers #	2,953.9	3.0	10.0	30.7	0.0	15.1	3,012.7
	%	98.0	0.1	0.3	1.0	0.0	0.5	100.0
CLATSOP	Population #	32,118	114	373	443	253	648	33,301
	%	96.4	0.3	1.1	1.3	0.8	1.9	101.9
	Students #	5,073	19	98	107	0	162	5,459
	%	92.9	0.3	1.8	2.0	0.0	3.0	100.0
	Teachers #	361.5	0.0	1.5	0.0	0.0	1.0	364.0
	%	99.3	0.0	0.4	0.0	0.0	0.3	100.0
COLUMBIA	Population #	36,539	42	511	284	181	684	37,557
	%	97.3	0.1	1.4	0.8	0.5	1.8	101.8
	Students #	8,224	34	128	134	0	163	8,683
	%	94.7	0.4	1.5	1.5	0.0	1.9	100.0
	Teachers #	556.1	0.0	2.0	7.0	0.0	1.0	566.1
	%	98.2	0.0	0.4	1.2	0.0	0.2	100.0
COOS	Population #	57,787	144	1,401	577	364	1,353	60,273
	%	95.9	0.2	2.3	1.0	0.6	2.2	102.2
	Students #	9,753	57	952	189	0	272	11,223
	%	86.9	0.5	8.5	1.7	0.0	2.4	100.0
	Teachers #	643.6	1.0	13.0	3.0	0.0	5.0	665.6
	%	96.7	0.2	2.0	0.5	0.0	0.8	100.0
CROOK	Population #	13,637	11	221	47	195	388	14,111
	%	96.6	0.1	1.6	0.3	1.4	2.7	102.7
	Students #	2,791	4	47	22	0	126	2,990
	%	93.3	0.1	1.6	0.7	0.0	4.2	100.0
	Teachers #	174.5	0.0	0.0	0.0	0.0	0.0	174.5
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category (Continued)

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
CURRY	Population #	18,626	31	462	122	86	354	19,327
	%	96.4	0.2	2.4	0.6	0.4	1.8	101.8
	Students #	2,771	20	226	46	0	142	3,205
	%	86.5	0.6	7.1	1.4	0.0	4.4	100.0
	Teachers #	217.3	0.0	0.0	1.0	0.0	1.0	219.3
	%	99.1	0.0	0.0	0.5	0.0	0.5	100.0
DESCHUTES	Population #	73,343	85	648	444	438	1,526	74,958
	%	97.8	0.1	0.9	0.6	0.6	2.0	102.0
	Students #	15,508	29	107	123	0	318	16,085
	%	96.4	0.2	0.7	0.8	0.0	2.0	100.0
	Teachers #	927.5	1.0	1.0	4.0	0.0	2.5	936.0
	%	99.1	0.1	0.1	0.4	0.0	0.3	100.0
DOUGLAS	Population #	91,718	143	1,479	673	636	2,225	94,649
	%	96.9	0.2	1.6	0.7	0.7	2.4	102.4
	Students #	16,769	69	320	223	0	520	17,901
	%	93.7	0.4	1.8	1.2	0.0	2.9	100.0
	Teachers #	1,193.6	0.0	5.0	5.0	0.0	5.7	1,209.3
	%	98.7	0.0	0.4	0.4	0.0	0.5	100.0
GILLIAM	Population #	1,693	0	10	9	5	30	1,717
	%	98.6	0.0	0.6	0.5	0.3	1.7	101.7
	Students #	322	3	6	5	0	10	346
	%	93.1	0.9	1.7	1.4	0.0	2.9	100.0
	Teachers #	36.3	0.0	0.0	0.0	0.0	0.0	36.3
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
GRANT	Population #	7,691	6	87	16	53	152	7,853
	%	97.9	0.1	1.1	0.2	0.7	1.9	101.9
	Students #	1,582	7	9	1	0	12	1,611
	%	98.2	0.4	0.6	0.1	0.0	0.7	100.0
	Teachers #	130.3	0.0	0.0	0.0	0.0	1.0	131.3
	%	99.2	0.0	0.0	0.0	0.0	0.8	100.0
HARNEY	Population #	6,695	2	259	40	64	221	7,060
	%	94.8	0.0	3.7	0.6	0.9	3.1	100.0
	Students #	1,314	3	74	21	0	60	1,472
	%	89.3	0.2	5.0	1.4	0.0	4.1	100.0
	Teachers #	119.9	0.0	0.0	0.0	0.0	1.0	120.9
	%	99.2	0.0	0.0	0.0	0.0	0.8	100.0
HOOD RIVER	Population #	15,346	46	201	305	1,005	2,752	16,903
	%	90.8	0.3	1.2	1.8	5.9	16.3	100.0
	Students #	2,568	24	10	52	0	880	3,534
	%	72.7	0.7	0.3	1.5	0.0	24.9	100.0
	Teachers #	209.8	0.0	2.0	5.0	0.0	1.0	217.8
	%	96.3	0.0	0.9	2.3	0.0	0.5	100.0

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category (Continued)

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
JACKSON	Population #	140,188	340	1,863	1,429	2,569	5,949	146,389
	%	95.8	0.2	1.3	1.0	1.8	4.1	100.0
	Students #	24,808	143	433	400	0	1,579	27,363
	%	90.7	0.5	1.6	1.5	0.0	5.8	100.0
	Teachers #	1,587.1	1.0	6.8	6.0	0.0	11.4	1,612.3
	%	98.4	0.1	0.4	0.4	0.0	0.7	100.0
JEFFERSON	Population #	10,144	24	2,674	62	772	1,448	13,676
	%	74.2	0.2	19.6	0.5	5.6	10.6	100.0
	Students #	1,734	3	1,045	18	0	506	3,306
	%	52.5	0.1	31.6	0.5	0.0	15.3	100.0
	Teachers #	203.8	0.0	2.0	0.0	0.0	3.0	208.8
	%	97.6	0.0	1.0	0.0	0.0	1.4	100.0
JOSEPHINE	Population #	60,764	127	874	460	424	1,749	62,649
	%	97.0	0.2	1.4	0.7	0.7	2.8	100.0
	Students #	10,164	64	196	105	0	466	10,995
	%	92.4	0.6	1.8	1.0	0.0	4.2	100.0
	Teachers #	588.5	1.0	1.0	11.0	0.0	5.0	606.5
	%	97.0	0.2	0.2	1.8	0.0	0.8	100.0
KLAMATH	Population #	53,191	381	2,370	461	1,299	2,984	57,702
	%	92.2	0.7	4.1	0.8	2.3	5.2	100.0
	Students #	9,508	143	705	125	0	874	11,355
	%	83.7	1.3	6.2	1.1	0.0	7.7	100.0
	Teachers #	640.4	0.0	11.9	6.0	0.0	5.0	663.3
	%	96.6	0.0	1.8	0.9	0.0	0.8	100.0
LAKE	Population #	6,825	5	198	46	112	270	7,186
	%	95.0	0.1	2.8	0.6	1.6	3.8	100.0
	Students #	1,447	6	31	19	0	63	1,566
	%	92.4	0.4	2.0	1.2	0.0	4.0	100.0
	Teachers #	106.0	0.0	1.0	0.0	0.0	0.0	107.0
	%	99.1	0.0	0.9	0.0	0.0	0.0	100.0
LANE	Population #	269,798	2,107	3,207	5,557	2,243	6,852	282,912
	%	95.4	0.7	1.1	2.0	0.8	2.4	100.0
	Students #	44,500	716	869	1,110	0	1,437	48,632
	%	91.5	1.5	1.8	2.3	0.0	3.0	100.0
	Teachers #	2,662.0	11.0	40.8	49.5	0.0	24.3	2,787.6
	%	95.5	0.4	1.5	1.8	0.0	0.9	100.0
LINCOLN	Population #	37,380	68	952	346	143	598	38,889
	%	96.1	0.2	2.4	0.9	0.4	1.5	100.0
	Students #	6,089	52	425	116	0	165	6,847
	%	88.9	0.8	6.2	1.7	0.0	2.4	100.0
	Teachers #	420.7	0.0	5.0	1.0	0.0	3.0	429.7
	%	97.9	0.0	1.2	0.2	0.0	0.7	100.0

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category (Continued)

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
LINN	Population #	88,364	182	1,056	799	826	2,177	91,227
	%	96.9	0.2	1.2	0.9	0.9	2.4	100.0
	Students #	16,777	80	189	258	0	529	17,833
	%	94.1	0.4	1.1	1.4	0.0	3.0	100.0
	Teachers #	1,127.7	0.0	2.0	6.8	0.0	5.0	1,141.5
	%	98.8	0.0	0.2	0.6	0.0	0.4	100.0
MALHEUR	Population #	21,243	65	224	813	3,693	5,155	26,038
	%	81.6	0.2	0.9	3.1	14.2	19.8	100.0
	Students #	3,812	20	33	124	0	1,728	5,717
	%	66.7	0.3	0.6	2.2	0.0	30.2	100.0
	Teachers #	387.5	1.0	1.0	12.5	0.0	20.0	422.0
	%	91.8	0.2	0.2	3.0	0.0	4.7	100.0
MARION	Population #	209,006	2,132	3,292	4,075	9,978	18,225	228,483
	%	91.5	0.9	1.4	1.8	4.4	8.0	100.0
	Students #	38,957	368	533	868	0	5,529	46,255
	%	84.2	0.8	1.2	1.9	0.0	12.0	100.0
	Teachers #	2,630.6	7.8	6.0	36.3	0.0	75.1	2,755.8
	%	95.5	0.3	0.2	1.3	0.0	2.7	100.0
MORROW	Population #	6,829	8	75	30	683	825	7,625
	%	89.6	0.1	1.0	0.4	9.0	10.8	100.0
	Students #	1,578	7	13	15	0	415	2,028
	%	77.8	0.3	0.6	0.7	0.0	20.5	100.0
	Teachers #	154.5	0.0	0.0	0.0	0.0	1.5	156.0
	%	99.0	0.0	0.0	0.0	0.0	1.0	100.0
MULTNOMAH	Population #	507,890	35,133	6,734	27,326	6,804	18,390	583,887
	%	87.0	6.0	1.2	4.7	1.2	3.1	100.0
	Students #	68,425	9,228	1,469	6,149	0	3,586	88,857
	%	77.0	10.4	1.7	6.9	0.0	4.0	100.0
	Teachers #	5,218.9	248.0	30.0	134.9	0.0	67.0	5,698.8
	%	91.6	4.4	0.5	2.4	0.0	1.2	100.0
POLK	Population #	46,206	200	749	671	1,715	2,802	49,541
	%	93.3	0.4	1.5	1.4	3.5	5.7	100.0
	Students #	5,014	36	107	103	0	701	5,961
	%	84.1	0.6	1.8	1.7	0.0	11.8	100.0
	Teachers #	370.0	0.0	1.0	2.0	0.0	12.4	385.4
	%	96.0	0.0	0.3	0.5	0.0	3.2	100.0
SHERMAN	Population #	1,864	0	24	13	17	28	1,918
	%	97.2	0.0	1.3	0.7	0.9	1.5	100.0
	Students #	402	5	4	4	0	8	423
	%	95.0	1.2	0.9	0.9	0.0	1.9	100.0
	Teachers #	41.6	0.0	0.0	0.0	0.0	0.0	41.6
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category (Continued)

County		RACIAL/ETHNIC CATEGORY						
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	Total
TILLAMOOK	Population #	21,001	39	239	163	128	374	21,570
	%	97.4	0.2	1.1	0.8	0.6	1.7	100.0
	Students #	3,513	14	92	65	0	106	3,790
	%	92.7	0.4	2.4	1.7	0.0	2.8	100.0
	Teachers #	273.5	0.0	1.0	1.0	0.0	0.0	275.5
	%	99.3	0.0	0.4	0.4	0.0	0.0	100.0
UMATILLA	Population #	52,743	371	1,850	533	3,752	5,307	59,249
	%	89.0	0.6	3.1	0.9	6.3	9.0	100.0
	Students #	9,868	69	472	155	0	1,901	12,465
	%	79.2	0.6	3.8	1.2	0.0	15.3	100.0
	Teachers #	845.8	0.0	2.0	2.0	0.0	5.0	854.8
	%	98.9	0.0	0.2	0.2	0.0	0.6	100.0
UNION	Population #	22,830	100	248	281	139	381	23,598
	%	96.7	0.4	1.1	1.2	0.6	1.6	100.0
	Students #	4,658	29	44	59	0	74	4,864
	%	95.8	0.6	0.9	1.2	0.0	1.5	100.0
	Teachers #	345.8	1.0	1.0	2.0	0.0	1.0	350.8
	%	98.6	0.3	0.3	0.6	0.0	0.3	100.0
WALLOWA	Population #	6,826	6	35	25	19	113	6,911
	%	98.8	0.1	0.5	0.4	0.3	1.6	100.0
	Students #	1,447	4	5	13	0	16	1,485
	%	97.4	0.3	0.3	0.9	0.0	1.1	100.0
	Teachers #	113.6	0.0	0.0	0.0	0.0	0.0	113.6
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
WASCO	Population #	19,907	67	896	240	573	1,065	21,683
	%	91.8	0.3	4.1	1.1	2.6	4.9	100.0
	Students #	3,358	37	121	94	0	437	4,047
	%	83.0	0.9	3.0	2.3	0.0	10.8	100.0
	Teachers #	291.6	1.0	0.0	2.0	0.0	1.0	295.6
	%	98.6	0.3	0.0	0.7	0.0	0.3	100.0
WASHINGTON	Population #	286,459	2,058	1,779	13,424	7,834	14,401	311,554
	%	91.9	0.7	0.6	4.3	2.5	4.6	100.0
	Students #	51,322	736	334	3,472	0	4,397	60,261
	%	85.2	1.2	0.6	5.8	0.0	7.3	100.0
	Teachers #	3,352.3	11.0	13.5	53.6	0.0	40.6	3,470.9
	%	96.6	0.3	0.4	1.5	0.0	1.2	100.0
WHEELER	Population #	1,382	1	11	2	0	12	1,396
	%	99.0	0.1	0.8	0.1	0.0	0.9	100.0
	Students #	274	0	3	1	0	5	283
	%	96.8	0.0	1.1	0.4	0.0	1.8	100.0
	Teachers #	30.0	0.0	0.0	0.0	0.0	0.0	30.0
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Table 8
Population, Public School Enrollments, and Public School Teachers in Oregon by County and Racial/Ethnic Category (Continued)

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
YAMHILL	Population #	62,135	370	823	783	1,440	4,129	65,551
	%	94.8	0.6	1.3	1.2	2.2	6.3	100.0
	Students #	12,432	62	231	186	0	1,161	14,072
	%	88.3	0.4	1.6	1.3	0.0	8.3	100.0
	Teachers #	872.6	1.7	3.0	13.5	0.0	10.4	901.4
	%	96.8	0.2	0.3	1.5	0.0	1.2	100.0
GRAND TOTAL	Population #	2,636,787	46,178	38,496	69,269	51,591	112,707	2,842,321
	%	92.8	1.6	1.4	2.4	1.8	4.0	100.0
	Students #	447,781	12,630	9,819	16,137	0	30,244	516,611
	%	86.7	2.4	1.9	3.1	0.0	5.9	100.0
	Teachers #	30,566.4	292.5	165.5	399.8	0.0	328.8	31,752.9
	%	96.3	0.9	0.5	1.3	0.0	1.0	100.0

NOTE: Population data may add to more than total because Hispanic any race (an ethnic breakdown) is already included in racial breakdown. Teachers include administrators and ESD teaching personnel.

Source: Population data, Center for Population Research and Census, "1990 Census Counts of Oregon Counties, Cities, and Census Designated Places by Race and Age, February 28, 1991"
Student data, Oregon Department of Education: "Oregon Public School racial-Ethnic Summary, By County–October 1, 1993"
Public school teachers data, Oregon Department of Education: "Full-Time Equivalency Public School District Personnel, October 15, 1993"

OEPP 2/28/95

EXCERPT FROM REPORT OF TASKFORCE ON MINORITY TEACHER WORKFORCE: POPULATION, PUBLIC SCHOOL ENROLLMENTS, AND PUBLIC SCHOOL TEACHERS IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
GRAND TOTAL	Population #	2,462,168	36,798	28,672	39,303	0	66,164	2,633,105
	%	93.5	1.4	1.1	1.5	0.0	2.5	100.0
	Students #	421,240	11,238	8,079	13,095	0	18,742	472,394
	%	89.2	2.4	1.7	2.8	0.0	4.0	100.0
	Teachers #	24,805.2	210.3	116.9	318.5	0	192.9	25,644
	%	96.7	0.8	0.5	1.2	0.0	0.8	100.0

Source: Population data, Bureau of Census: "General Social and Economic Characteristics--Part 39, Oregon," 1983, pp 29-30.
Student data, Oregon Department of Education: "Oregon Public School racial-Ethnic Summary, By County–October 1, 1989," 199(
Teachers data, Department of Education: "FTE of Teachers--Oct. 1, 1989," 1990.

OEPP 3/21/90

School Districts with 10 Percent or Greater Minority Enrollment

- In 1993, the most recent year of data, there were 96 school districts with 10 percent or greater minority enrollment. This is up from 35 in 1991 and 77 in 1992. (See Table 9.)

- Three school districts had 50 percent or more minorities. Nyssa had 54.2 percent, Jefferson County had 51.9 percent and Woodburn had 51.2 percent.

- American Indians are the largest minority group in Coos, Deschutes, Douglas, Jefferson, Malheur and Yamhill Counties.

- Hispanics are the majority enrollment in two school districts: Nyssa in Malheur County (54.2%) and Woodburn in Marion County (50.6%).

- Hispanics were the largest minority group for over 60 of the 96 school districts with 10 percent or greater minority enrollment.

- Black, non-Hispanics were the largest minority in three school districts: Portland (15.6%), Harris (10.0%), and Clackamas ESD (9.0%).

- Asian/Pacific Islanders were the largest minority group for Ash Valley (14.3%), Beaverton (8.7%), Black Butte (8.6%), Parkrose (8.6%) Reedville (8.4%), David Douglas (7.4%), Tennessee (6.3%), West Union (5.0%), and Warrenton-Hammond (3.0%).

Table 9
NINETY-SIX SCHOOL DISTRICTS WITH 10 PERCENT OR GREATER MINORITY ENROLLMENT BY PERCENTAGE OF MINORITIES AS OF OCTOBER 1, 1993

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
Nyssa 026	Malheur	1,193	54.2	0.2	52.0	1.8	0.3
Jefferson Co 509J	Jefferson	2,838	51.9	0.1	14.6	0.5	36.7
Woodburn 103	Marion	3,050	51.2	0.2	50.6	0.2	0.3
Upper Chetco 023	Curry	33	45.5	0.0	0.0	0.0	45.5
Annex 029	Malheur	57	38.6	0.0	31.6	7.0	0.0
Milton-Freewater 31	Umatilla	1,024	38.5	0.2	37.3	0.6	0.4
Powers 031	Coos	153	37.3	0.0	2.0	2.6	32.7
Gervais 001	Marion	1,019	35.8	0.3	34.2	0.2	1.1
Ash Valley 125	Douglas	14	35.7	0.0	0.0	14.3	21.4
Ontario	Malheur	2,797	35.1	0.6	31.0	2.7	0.8
Portland 1J	Multnomah	54,345	30.4	15.6	4.2	8.5	2.1
Umatilla 006	Umatilla	1,024	28.3	0.1	26.4	0.5	1.4
Saint Paul 045	Marion	220	28.2	1.8	25.0	0.0	1.4
Stanfield 061	Umatilla	641	27.9	0.2	25.9	1.2	0.6
Hood River 1	Hood River	3,534	27.3	0.7	24.9	1.5	0.3
Central 13J	Polk	2,560	27.3	0.9	23.6	2.2	0.6
Mount Angel 091	Marion	702	26.5	0.0	26.4	0.1	0.0
Frenchglen 016	Harney	12	25.0	0.0	25.0	0.0	0.0
Dayton 008	Yamhill	908	24.2	0.8	21.6	1.1	0.8
Rufus 003	Sherman	51	23.5	3.9	15.7	0.0	3.9
Hermiston 008	Umatilla	3,770	22.7	0.8	19.5	1.9	0.5
Culver 004	Jefferson	424	22.6	0.0	21.7	0.2	0.7
Monitor 142J	Marion	173	22.5	0.0	17.9	2.3	2.3
Hillsboro 007	Washington	4,687	22.5	0.6	19.2	2.1	0.6
Morrow 001	Morrow	2,028	22.2	0.3	20.5	0.7	0.6
Chenowith 009	Wasco	1,045	22.2	0.5	14.5	3.7	3.4
Klamath Falls 001	Klamath	2,369	21.4	2.2	11.1	1.1	6.9
Myrtle Point 041	Coos	1,208	20.9	0.2	3.0	0.9	16.8
Bethany 063	Marion	97	19.6	0.0	19.6	0.0	0.0
McLoughlin 003	Umatilla	498	19.5	0.0	18.7	0.4	0.4
Forest Grove 015	Washington	4,603	19.5	0.5	17.4	1.4	0.1
North Marion 015	Marion	1,506	18.7	0.3	17.7	0.3	0.4

Table 9
NINETY-SIX SCHOOL DISTRICTS WITH 10 PERCENT OR GREATER MINORITY ENROLLMENT BY PERCENTAGE OF MINORITIES AS OF OCTOBER 1, 1993 (Continued)

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
Drewsey 013	Harney	11	18.2	0.0	18.2	0.0	0.0
Athena-Weston 029J	Umatilla	628	17.8	0.0	7.0	0.0	10.8
Willamina 30J	Yamhill	1,034	17.7	0.4	2.3	0.5	14.5
Hillsboro UHS 03J	Washington	6,489	17.4	0.9	11.6	4.1	0.9
Parkrose 003	Multnomah	3,274	17.0	5.0	2.8	8.6	0.5
Adrian 061	Malheur	326	16.9	0.0	14.4	2.1	0.3
Vale 084	Malheur	1,079	16.9	0.1	15.0	1.4	0.4
The Dalles 012	Wasco	2,371	16.8	1.1	11.2	1.8	2.7
Brookings-Harbor 17	Curry	1,802	16.6	0.8	4.7	1.2	9.9
David Douglas 40	Multnomah	6,840	16.2	2.4	4.7	7.4	1.8
Klamath County	Klamath	7,135	15.8	0.8	7.1	1.2	6.7
Beaverton 48J	Washington	27,488	15.7	1.7	4.5	8.7	0.8
Jefferson 14J	Marion	1,014	15.6	0.2	12.3	2.1	1.0
Coos Bay 009	Coos	4,478	15.5	0.4	2.7	2.3	10.0
Maupin 84	Wasco	148	15.5	4.1	2.0	2.7	6.8
Harris 046	Linn	20	15.0	10.0	5.0	0.0	0.0
Pendleton 016	Umatilla	3,626	14.4	0.7	3.9	1.5	9.4
Reedville 029	Washington	2,357	14.3	0.8	4.9	8.4	0.2
Clackamas ESD	Clackamas	78	14.1	9.0	1.3	1.3	2.6
Harper 66	Malheur	80	13.8	0.0	12.5	1.3	0.0
McMinnville 040	Yamhill	4,524	13.6	0.2	11.3	1.6	0.2
Ferndale 10	Umatilla	327	13.5	0.9	11.9	0.6	0.0
Groner 39	Washington	245	13.5	0.4	11.8	1.2	0.0
Salem/Keizer 24J	Marion	30,930	13.1	1.1	8.3	2.5	1.3
Farmington 585	Washington	343	12.8	0.0	12.0	0.9	0.0
Butte Creek 67J	Clackamas	267	12.4	0.4	12.0	0.0	0.0
Phoenix-Talent 004	Hood River	2,538	12.3	0.4	9.5	0.6	1.8
West Stayton 61	Marion	115	12.2	0.0	6.1	0.0	6.1
Mapleton 032	Lane	407	12.0	1.2	4.2	1.5	5.2
Warrenton-Hammond 3	Clatsop	956	11.9	0.2	2.5	3.0	6.2
Coquille 008	Coos	1,349	11.9	1.2	1.7	0.7	8.3
Reynolds 007	Multnomah	7,714	11.9	2.7	5.3	2.9	0.9

Table 9
NINETY-SIX SCHOOL DISTRICTS WITH 10 PERCENT OR GREATER MINORITY ENROLLMENT BY PERCENTAGE OF MINORITIES AS OF OCTOBER 1, 1993 (Continued)

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
Deschutes ESD	Deschutes	17	11.8	0.0	0.0	0.0	11.8
Harney 3	Harney	1,201	11.7	0.2	3.7	1.7	6.0
Arlington	Gilliam	121	11.6	0.0	6.6	2.5	2.5
Klamath Falls 2	Klamath	1,851	11.6	1.6	5.8	0.8	3.4
Arock 081	Malheur	26	11.5	0.0	11.5	0.0	0.0
Silverton 4	Marion	1,353	11.5	0.4	8.9	0.8	1.3
BlackButte 041	Jefferson	35	11.4	0.0	2.9	8.6	0.0
Aumsville 11	Marion	581	11.4	0.0	8.1	1.4	1.9
Ophir 012	Curry	89	11.2	1.1	5.6	3.4	1.1
Scotts Mills 73J	Marion	178	11.2	1.7	8.4	0.0	1.1
Medford 549	Jackson	11,290	11.1	0.5	7.1	1.8	1.7
Lincoln County	Lincoln	6,847	11.1	0.8	2.4	1.7	6.2
Wasco UHS 1	Wasco	90	11.1	0.0	3.3	4.4	3.3
Sauvie Island 019	Multnomah	73	11.0	0.0	11.0	0.0	0.0
Ninety-One 91	Clackamas	451	10.9	0.2	9.5	0.2	0.9
Gold Beach 003	Curry	496	10.9	0.0	5.2	2.4	3.2
Canby 086	Clackamas	2,500	10.8	1.0	8.1	1.5	0.2
Sandridge 30	Linn	83	10.8	0.0	8.4	2.4	0.0
Amity 04J	Yamhill	900	10.8	0.3	7.9	1.3	1.2
Wyatt 63J	Linn	75	10.7	0.0	10.7	0.0	0.0
Eugene 045	Lane	18,961	10.6	2.2	3.3	3.2	1.9
West Union 001	Washington	700	10.6	1.4	3.6	5.0	0.6
Tennessee 102	Linn	95	10.5	2.1	2.1	6.3	0.0
Welches 013	Clackamas	548	10.2	1.5	6.6	0.7	1.5
Blachly 090	Lane	147	10.2	0.0	4.8	4.1	1.4
Glide 012	Douglas	1,099	10.0	0.4	4.5	1.7	3.4

Source: Oregon Department of Education, December 1993, "1993-94 Summary of Organization, Students, and Staff in Oregon Schools"

APPENDIX

66th OREGON LEGISLATIVE ASSEMBLY–1991 Regular Session

Enrolled

Senate Bill 122

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with presession filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Joint Interim Committee on Education for Task Force on Minority Teacher Work Force)

CHAPTER .....

AN ACT

Relating to minority teachers.

Be It Enacted by the People Or the State of Oregon:

SECTION 1. This Act shall be known and may be cited as the Minority Teacher Act of 1991.

SECTION 2. The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.

SECTION 3. (1) The Oregon Office of Educational Policy and Planning shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) Minority students enrolled in community colleges;

(b) Minority students applying for admission to public four-year institutions of higher education;

(c) Minority students accepted in public four-year institutions of higher education;

(d) Minority students graduated from public four-year institutions of higher education;

(e) Minority candidates seeking to enter public teacher education programs in this state;

(f) Minority candidates admitted to public teacher education programs;

(g) Minority candidates who have completed approved public teacher education programs;

(h) Minority candidates receiving Oregon teaching certificates based on preparation in this state and preparation in other states;

(i) Minority teachers who are newly employed in the public schools in this state; and

(j) Minority teachers already employed in the public schools.

2) The office also shall report comparisons of minorities' and nonminorities' scores on basic skills, pedagogy and subject matter tests.

(3) The Oregon State System of Higher Education, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the Oregon Office of Educational Policy and Planning in collecting data and preparing the report.

SECTION 4. (1) The State Board of Higher Education shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.

(2) The state board shall review the plans for the adequacy and feasibility of the plans and, after making necessary revisions, shall adopt the plans.

(3) The state board shall adopt rules governing

(a) The contents of the plans;

(b) The state board's initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of this Act.

SECTION 5. (1) The office of the Chancellor of the State System of Higher Education shall assure that the plans developed for minority teacher recruitment are implemented.

(2) The chancellor shall report biennially to the State Board of Higher Education and the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of minority teachers.

SECTION 6. As used in this Act:

(1) "Minority" means a person who is:

(a) A person having origins in any of the Black racial groups of Africa but who is not Hispanic;

(b) A person of Hispanic culture or origin;

(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or

(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America.

(2) "Teacher" includes administrator.

Passed by Senate April 2, 1991

_____
Secretary of Senate

_____
President of Senate

Passed by House June 6, 1991

_____
Speaker Of House

Received by Governor:

_____M,_____, 1991

Approved:

_____M,_____, 1991

_____
Governor

Filed by Office of Secretary Of State:

_____
Secretary of State